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EDUCATION WEEK

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Weld Plan Would Cut School Aid, Eliminate Board

Overhaul 'an Assault,' Mass. Educators Say

By Karen Diegmueller

Barely a month after assuming office, Gov. William F. Weld of Massachusetts has proposed sweeping budgetary and governance changes that could transform the face of education in the Bay State.

The new Republican Governor, who faces one of the nation's biggest budget deficits, has called both for cutting hundreds of millions of dollars out of education and for abolishing the Board of Education of the state where the lay-governing concept originated.

His proposals, many of which were filed as legislation last week, would cut $7.6 million from state education spending between now and the end of the fiscal year in June, and another $108.9 million in the coming fiscal year.

Even more threatening, in the eyes of many educators, Mr. Weld has called for cutting $250 million next year from state aid to local governments. Localities use a majority of those funds for schools.

The proposed cuts would be in addition to $499 million in state-aid losses to education since July 1989, representing 20 percent of the entire education budget.

Mr. Weld's proposed overhaul of the edu-

Continued on Page 22

Teaching our Teachers

Mary Kalem-Romjue

Equipping one person with all the tools necessary to be an effective elementary-school teacher has proven an almost insurmountable task for colleges of education.

In many ways, the problems of preparing elementary educators are those facing teacher education as a whole. But the unique demands placed on early-childhood educators throw all these issues into high relief.

Part 2 of a special series on teacher education begins on page 11.

Bush Seeks To Reward District Plans That Include Private-School Choice

By Mark Pitsch

WASHINGTON—Along with his fiscal 1992 budget, President Bush last week presented the Congress with a domestic-policy agenda topped by $690 million in education initiatives, including a proposal to reward school districts that establish choice policies allowing parents to enroll their children in private schools.

The budget also outlines new proposals to reward schools for improved student achievement and plans for revamping the student-aid system that are likely to form part of the Administration's proposal for reauthorization of the Higher Education Act.

And some education programs would be included in an Administration plan to turn over $15 billion in social-service programs to states as a block grant.

The education initiatives are literally at the top of the agenda in budget messages from Mr. Bush and Richard G. Darman, director of the Office of Management and Budget. They typify themes that run throughout the budget: "empowerment" of individuals, increased responsibility and flexibility for state government, and a narrower targeting of federal aid to the most disadvantaged.

"The Administration clearly makes a case for education to be an important part of our national life and for the national goals to be

Continued on Page 29

Governors Greet Bush Plan To Turn Programs Over to the States With Cautious Enthusiasm

By Lynn Olson

WASHINGTON—President Bush's proposal to turn over some $15 billion in federal programs to the states free of strings was greeted with cautious enthusiasm by the nation's governors, who met here last week.

"The more flexibility we have to meet the particular needs in each of our states, the better we are able to cope," Gov. Booth Gardner of Washington, a Democrat and chairman of the National Governors' Association, said in a statement that reflected the mood of his colleagues.

But, he cautioned, "while block grants are enticing in their concept, we don't want a déjà vu of past practices, when we got block grants and then saw them disappear."

The proposed federal budget for fiscal year 1992, released by the President last week, contained a list of programs that might be included in the "turnback" proposal, which would take the form of a large block grant. The list amounts to almost $21 billion in outlays for the year that begins Oct. 1, including approximately $1.8 billion in education spending. *(See related story on this page.)*

Continued on Page 30

Baltimore Class Tests Theory of Providing 'Positive Role Model' for Young Black Boys

By Debra Viadero

BALTIMORE—Richard Boynton was at first perplexed to notice that some of the boys in the 3rd-grade class he teaches here seemed to have suddenly taken to sitting on top of tables, with their short legs dangling loosely in the air.

Then it occurred to him: That is the way the teacher himself often sits while the boys are busy working at their desks.

Mr. Boynton soon noticed other signs of imitative behavior in his young pupils. Some would lean the way he leans or walk the way he walks. A few, when appointed to lead the class in a line to the lunchroom, even used the teacher's own words to get fidgety classmates to fall into line.

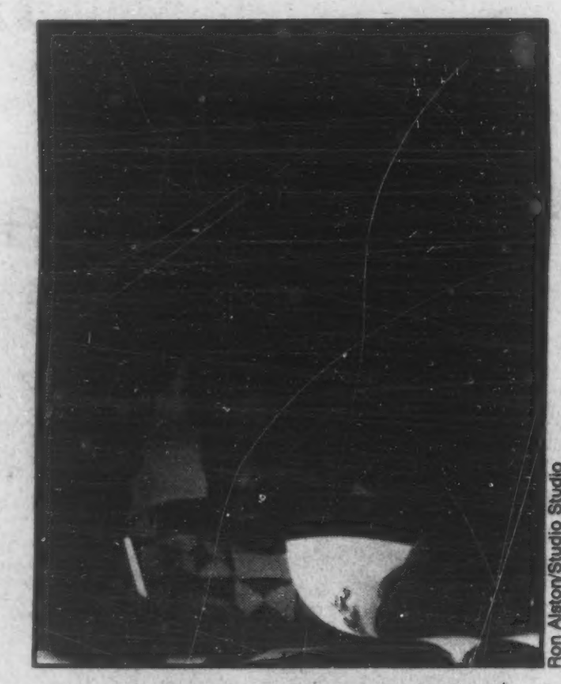
" 'All right now, I want to see my line in order,' " he heard them bark at their classmates.

"Hopefully," Mr. Boynton said, pausing during a break in the class last month, "I'm setting a good example for them."

Setting a good example is precisely the point of the unusual experiment being conducted here at Matthew Henson Elementary School. All 27 children in this public-school classroom are boys; all of them, like Mr. Boynton, are black.

Educators at the school placed these pupils in the class because they felt the boys needed the influence of a positive male role model—someone like Mr. Boynton—to keep them from ending up like so many of the young men in this West Baltimore neighborhood who came before them: un-

Continued on Page 17



Ron Alston/Studio Studio

Richard Boynton helps a student at Matthew Henson Elementary in Baltimore.

Mississippi Reforms At Mercy of Politics And Fiscal Problems

By Lonnie Harp

JACKSON, MISS.—Rows of worn houses mark the neighborhood around the Greater Clark Street Baptist Church here, where crime and other problems of poverty have settled. For the Rev. S.L. Bowman, though, the church is a symbol of hope and rejuvenation.

Mr. Bowman saw the same kind of potential in the ambitious school reforms state officials proposed here last year. Now that the education program has fallen into limbo, he has organized 40 fellow pastors from around the state to protest its fate.

"We thought it was a good program and put Mississippi in the national vanguard," said Mr. Bowman, pastor here for more than a quarter-century.

Mr. Bowman's frustration and disappointment mirror those of many educators and political leaders in the Magnolia State, who are struggling awkwardly to revive the momentum for school improvements that blossomed—and quickly withered—last summer.

Little more than a year ago, lawmakers,

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Also in the news

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Hundreds of black parents in the city join a one-day school boycott over a proposed minority-education plan.

8 **Research at RAND**
Thanks to a $10-million grant, the RAND Corporation will found an institute to evaluate the nation's education system.

25 **Confirmation Commitment**
Lamar Alexander says he will reverse a policy on minority scholarships if confirmed as Secretary of Education.

IN SUMMARY

Reorganization Redux
A new reorganization plan in the Seattle district has some members of the black community protesting that the effort is insensitive to the needs of African-Americans. **Page 4.**

'Afro-centric' Advance
School officials in the District of Columbia are planning to introduce an "Afro-centric" curriculum into some of the district's schools next fall. **Page 4.**

Boston Catholic-School Plan
The Roman Catholic Archdiocese of Boston has issued a preliminary report calling for tuition increases, elementary-school closings and consolidations, and increased cost-sharing among parishes. **Page 9.**

Restraining the Rowdies
Bus riders in the St. Louis public schools are reported to be quieting down since the district installed video monitors that show educational videotapes on a school bus. **Page 10**

New Jersey Compromise
After months of bitter protest, the New Jersey legislature appeared last week to be ready to make major revisions in the school-finance-reform and tax-increase law it approved last summer. **Page 18.**

Business and the States
A campaign by the chiefs of the nation's biggest companies to play a greater role in state education policy has had modest success since it began in 1989, business and education analysts say. **Page 20.**

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CONVENTIONS IN PRINT
A special pullout guide to the annual convention of the American Association of School Administrators.
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ACROSS THE NATION

NATIONAL

Poll Says Most Voters Favor Limited Bilingual Education

Fifty-four percent of registered voters surveyed by the Gallup Organization last month said that a child should be enrolled in a bilingual program in school only until he or she learns English.

The survey was commissioned by U.S. English, whose goal is to make English the official language of the United States.

Of the 995 likely voters surveyed, 37 percent said bilingual education should be used to maintain a child's native language, and 9 percent were undecided on the issue. Voters from families with a native language other than English did not differ significantly from native English speakers in their opinions.

Ronald Saunders, executive director of U.S. English, said the survey results support his organization's call for effective bilingual-education programs that teach English within two to three years.

But James Lyons, executive director of the National Association for Bilingual Education, said the survey did not include enough members of various language minorities and failed to give respondents adequate background on language issues.

The survey, which is deemed accurate to within plus or minus 3 percent, also found that 71 percent of the general public and 64 percent of families in which other native languages are spoken thought the maintenance of foreign languages and cultures should be a private concern rather than the responsibility of public schools.

Seventy-eight percent of those surveyed favored designating English as the nation's official language of government.

■ **Spurred in part by a softening economy, enrollment at two-year colleges is growing at a faster rate than that of four-year schools**, according to a survey by the College Board.

The survey found that between 1988 and 1989, freshman class size grew an average of 10 percent at two-year colleges, but fell by an average of 1 percent at four-year schools.

Over the same period, the number of high-school graduates decreased 7 percent, according to U.S. Education Department figures.

Between 1980 and 1989, the survey says, undergraduate enrollment grew an average of 17 percent at two-year colleges and only 7 percent at four-year institutions.

Economic considerations may fuel some of the growth, Jean Marzone, director of information services for the board, said in a statement. Two-year colleges "may be attracting students who want to save money during the first two years of college, or who need to acquire entry-level job skills quickly."

Increased enrollment of part-time students also accounts for some growth, Ms. Marzone said, noting that the part-time enrollment of two-year colleges grew an average of 27 percent between 1980 and 1989, double the rate for four-year schools.

Copies of "Summary Statistics: Annual Survey of Colleges, 1990-91" are available for $25 each, plus $2.95 handling, from College Board Publications, Box 886, New York, N.Y. 10101-0886.

STATES

Officials May Block Home-Building That Affects Schools, Court Rules

Local planning commissioners in California may deny residential construction proposals that require a zoning change if the developments would overburden public schools, a state appellate court has ruled.

The decision by the Second District Court of Appeals, issued last month, also said that municipal authorities are entitled to ask developers to donate land or money to school districts as a condition for the approval of construction projects.

Two crowded Santa Clarita Valley school districts had filed suit against Los Angeles County in 1989 after a regional planning commission refused to block a 2,500-unit housing development that, the districts contended, would inundate them with new students.

County lawyers had maintained that a 1986 state law imposing a school-related fee of $1.58 per square foot on developers prevented them from blocking projects that affect schools.

School officials argued, however, that the revenues generated by the fees covered only about one-third of the educational costs associated with the new developments.

■ **The number of Wisconsin students receiving high-school equivalency diplomas decreased 66.8 percent between 1986 and 1989,** more than seven times the national average, according to a state report.

The state's Legislative Audit Bureau found that only 2,660 equivalency diplomas were issued in 1989, a sharp drop from the 8,011 certificates distributed in 1986. The national decline in equivalency degrees issued during that period was 9 percent, the study said.

The report cited several factors for the decline, including the introduction of a more rigorous form of the General Educational Development examination in 1987. At the same time, Wisconsin raised its G.E.D. passing requirements, while many states lowered standards. Wisconsin maintains the highest passing requirement for the G.E.D. nationwide.

In 1988, the state also raised the minimum age for taking the G.E.D. to 18½ years, citing fears that many students might drop out of high school early and take the G.E.D. rather than graduate.

A majority of Wisconsin vocational-education schools, which offer G.E.D. preparation courses, support a lower score requirement, claiming that the higher passing score dissuades potential G.E.D. graduates from taking the test.

The War Hits Home

The Persian Gulf war has suddenly become very personal for two Tennessee schoolchildren whose U.S. Air Force pen pal has been taken a prisoner of war in Iraq.

Nine-year-old Adrian Cameron and 12-year-old Katie Pritchett had both corresponded with Capt. Harry Michael Roberts of Savannah, Ga., before the war began.

The 4th-grade students at Harding Academy were instructed by their teacher, Linda Pritchett, to address their letters to "any service person," but Adrian specified "any pilot service person," and Captain Roberts wrote him back. He told Adrian about his life in the military and mentioned that his wife, Patti, was expecting a baby on Feb. 8.

Ms. Pritchett's 12-year-old daughter, Katie, also began writing to Captain Roberts. The day she was to mail a reply, Ms. Pritchett read that the pilot had been shot down while flying an F-16 fighter jet over Iraq and had been taken prisoner.

"I just about collapsed . . . it was a real shock," Ms. Pritchett says.

"It's really sad . . . it kinda hit me real hard," Katie says of the news. "At first the war was scary, but kind of neat," she admits. "But [after this happened], for the first time the war seemed real."

The next day, Ms. Pritchett explained to Adrian and to the rest of her class what happened.

"We had been following the war on maps," she says, "but this brought it closer to home." Originally, Ms. Pritchett says, it was "so exciting" for the children to receive letters from Saudi Arabia, but since learning about the fate of Captain Roberts, the spirit of celebration has turned to fear and worry.

She says her students began following the news more closely and asked such questions as "What does it mean to be tortured?" Her class prays daily for Captain Roberts's personal safety and his return, she says.

To counter the feeling of helplessness, the class is organizing an "air-mail baby shower" for Patti Roberts, who is in Spain with her in-laws.

Katie stressed the most valuable lesson she has learned from Captain Roberts.

In his letter, Captain Roberts wrote, "Make sure you take the time to appreciate being with your family. You don't know how much you miss that until you're gone."

—W.M.

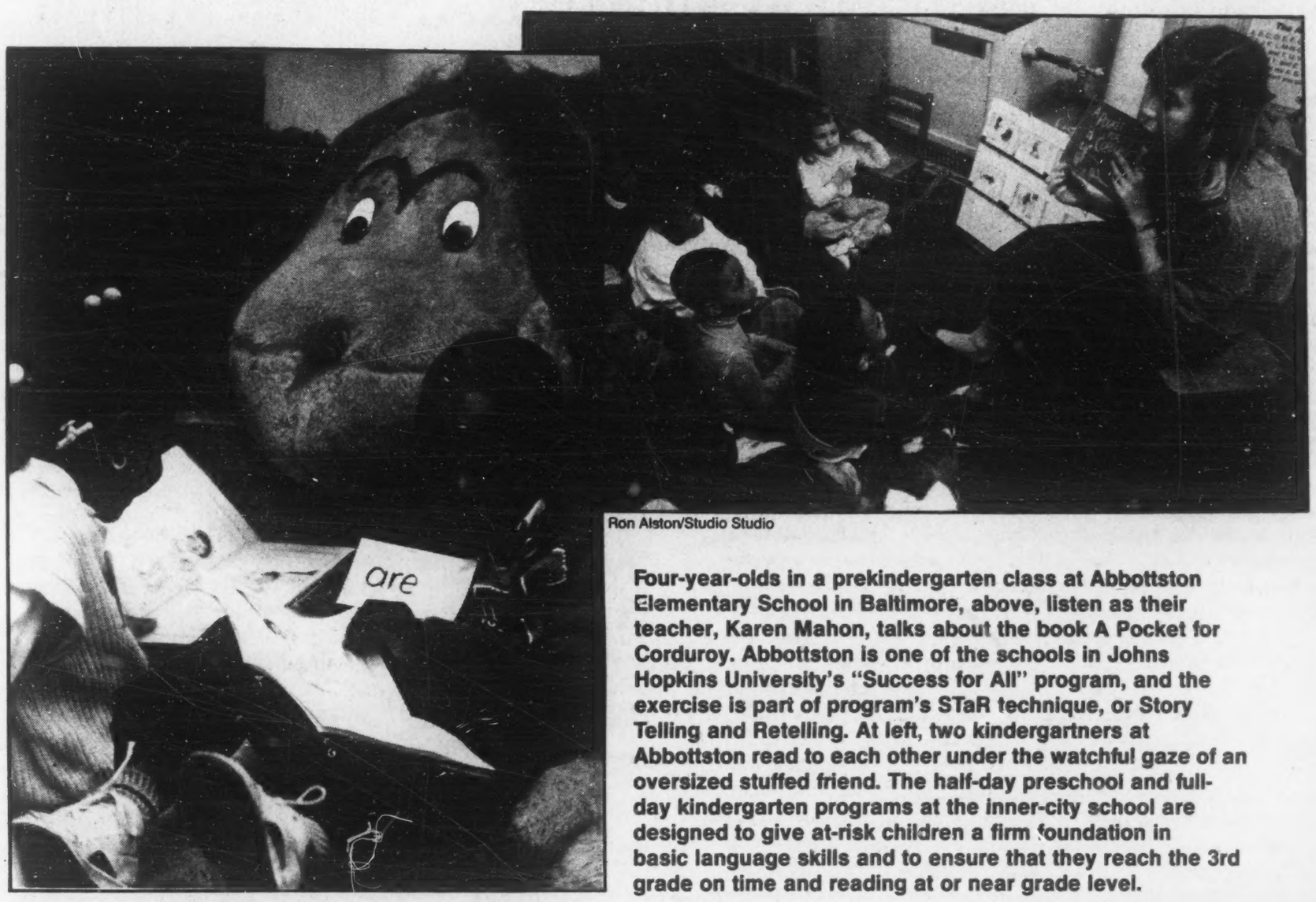
DISTRICTS

New Foundation Launched To Raise Funds for Chelsea School Project

Leaders of the Boston University-Chelsea, Mass., schools partnership launched a new foundation last week to facilitate fund-raising for the highly touted collaborative and to spread the reform model beyond Chelsea.

The new organization—called A Different September Foundation—will solicit grants for the 10-year partnership, under which the university assumed governance of the troubled Chelsea school system in 1989.

Previously, the university handled all fund-raising, an arrangement that may have confused potential donors who wanted to support K-12 education reform, but not the university, said Michael Sandler, the foundation's president. Because checks were made payable to Boston University, questions arose over the autonomy of the partnership program, he said.



Ron Alston/Studio Studio

Four-year-olds in a prekindergarten class at Abbottston Elementary School in Baltimore, above, listen as their teacher, Karen Mahon, talks about the book A Pocket for Corduroy. Abbottston is one of the schools in Johns Hopkins University's "Success for All" program, and the exercise is part of program's STaR technique, or Story Telling and Retelling. At left, two kindergartners at Abbottston read to each other under the watchful gaze of an oversized stuffed friend. The half-day preschool and full-day kindergarten programs at the inner-city school are designed to give at-risk children a firm foundation in basic language skills and to ensure that they reach the 3rd grade on time and reading at or near grade level.

STaR, or Story Telling and Retelling, in which students listen to, retell, and dramatize selections from children's literature.

Children begin to read on their own in kindergarten, and in 2nd grade they graduate to use of the district's standard basal readers.

Those who need more individual attention also receive about 20 minutes of one-to-one tutoring with certified teachers. The highest priority for such services goes to 1st graders, followed by older children.

To bolster the curricular changes, many Success for All schools also provide a range of family-support services aimed at involving parents in their children's schooling. In such cases, schools may monitor students' attendance, provide parenting education, and generally try to make parents feel welcome at school.

While not part of the tutoring program, 4th and 5th graders also use the Success for All approach and benefit from the family-support services, the researchers say.

'Cadillacs,' 'Chevys,' 'Yugos'

To demonstrate that their approach can work in diverse school districts, the Johns Hopkins researchers have structured their experiment to meet a range of fiscal conditions.

The so-called "Cadillac" programs, which are in place at Abbottston and one other Baltimore school, have at least six reading tutors, a preschool, additional family-support staff members, and a full-time on-site facilitator for the program. Abbottston also has a full-day kindergarten.

The program carries a price tag of about $400,000 a year—or $749 per pupil—above the school's existing Chapter 1 funding. At Abbottston, the additional money also comes from Chapter 1 discretionary funds allocated by the city.

But as the researchers are quick to point out, even the additional costs of the program at Abbottston do not even bring per-pupil spending at the school up to the statewide average.

The other Success for All programs—known as "Chevys" or "Yugos"—have fewer tutors, may not have a preschool or kindergarten, have no additional family-support staff members, and have only a half-time facilitator. These lower-cost options exceed the Chapter 1 allocation by about $40,000 to $150,000.

So far, the researchers say, the results of the Success for All program, especially at Abbottston, have been dramatic.

A full evaluation of the program in seven sites—five in Baltimore, including Abbottston, one in Philadelphia, and one in rural Berlin, Md.—shows that it has contributed to substantial gains in student achievement. Moreover, Mr. Slavin notes, the earlier students start in the program, the more impressive the gains.

Among those who finished 3rd grade last year at Abbottston, the evaluation shows, even those who started the experiment in the class's bottom quarter were reading only about three months behind grade level.

By contrast, students at a similar school nearby that was not participating in the program who started out in the lowest 25 percent of the class were a year and a half behind their peers at the end of 3rd grade.

Also, at Abbottston, no child was two years behind at the end of 3rd grade, while 10 percent of the students at the control school were.

Success for All has also paid off in ways not measured on standardized tests, says Mary Donnelly, who is a 17-year veteran of the school and now the program's facilitator.

"Referrals [for behavior] to the office during reading time are practically nonexistent because the children really do enjoy reading," she says.

At the same time, she notes, parental involvement has markedly improved, and pupil attendance is at near-perfect levels.

Even the schools that do not go with the Cadillac approach can see achievement gains, Mr. Slavin says.

But, he acknowledges, while retention rates plummet to virtually zero and special-education referrals shrink substantially in the full-scale program, such improvements have not been felt in the less-complete programs.

"What the Cadillacs get that the Chevys don't is the idea that you're going to do whatever it takes to see that every single kid succeeds," Mr. Slavin says.

Nevertheless, he points out, the program has demonstrated that an audacious idea—ensuring academic success for all children in a school others might have written off—can work.

"People who see the urban school as a total disaster and as some sort of pit of perdition—it's just not our experience," Mr. Slavin says. "You can do a great deal." ■

tions to ask, asking them critically, and investigating the questions in a dialogical manner.

The research itself would act back on the questions. If they find out things in an inquiry, they may go back [and ask different questions]. . . .

It's not that the product is an end-point stop. [What's important is] the process, being part of a community. . . .

But all methods have the potential of being oppressive if they are imposed, not caring for the particular context.

Q. You describe in your paper some problems you had setting up your research project with master's students at the University of Utah. What did you learn from those problems?

A. Our number-one problem was, as individuals struggling to reconceptualize what is research, we are embedded in a context that has historical meaning. There is a university context, and a public-school context. One problem we overlooked was how powerful that context is.

For example, the reward structure. Teachers were not rewarded for doing that inquiry. They are rewarded for their students doing well on standardized tests and being orderly. They are not in the question-posing business. . . . If we are thinking of changing their roles, we have to think of the historical and material context. We did not have that firmly in mind when we started. We are aware of it, and we're making changes.

We can't assume the research context is neutral. It's not.

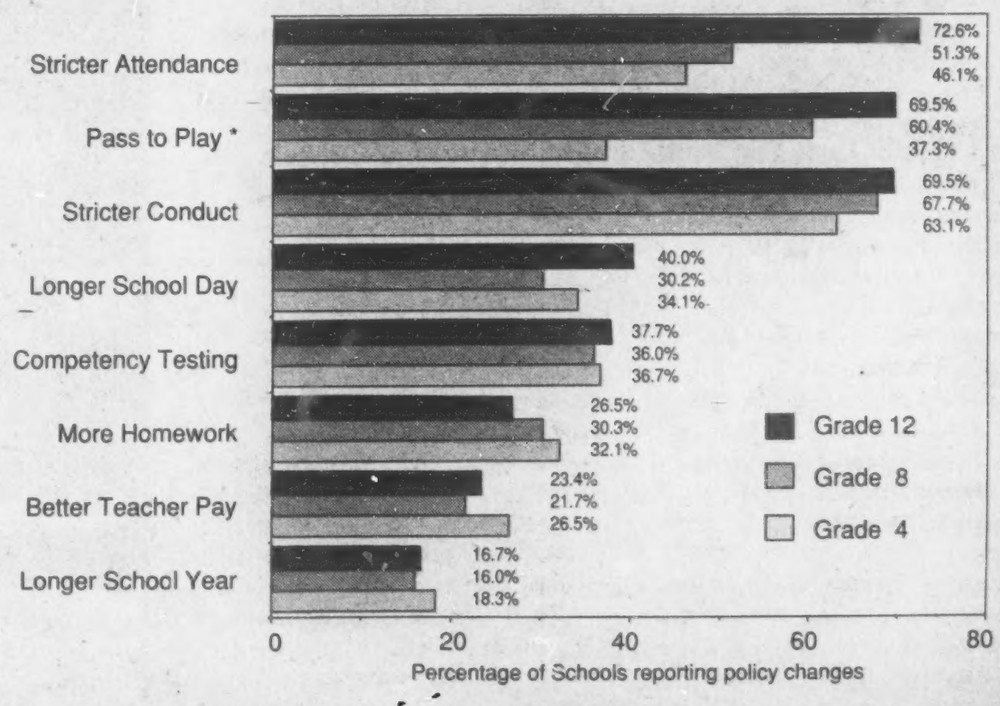
Q. In your paper you speak of "school change based on protest." What do you mean by that?

A. If you say what you need to do is involve teachers in the research process, that's good. . . . But unless there is built into the process some way you can protest the way you understand the world, you are stuck in a position of changing who is doing what, not the process [itself].

The important protest is internal and external—things that limit teachers and others from doing what they need to do in the community. Without protest, it's hard to see how you don't get top-down change. If someone else offers a solution, once that person leaves, you still have the dependency-type issue. You haven't empowered a person to say, "I can do this myself." ■

DIMENSIONS

School Policy Changes, 1983 to 1988



*Establishment of grade point average required for eligibility for participation in sports and extracurricular activities

Source: Educational Testing Service

WASHINGTON

Alexander Vows To Rescind Policy on Scholarships

By Julie A. Miller

WASHINGTON—Lamar Alexander told senators last week that one of his first moves as Secretary of Education would be to rescind a controversial policy statement that declared most scholarships reserved for members of minority groups illegal and then to review the issue.

But at the end of a genial, three-hour confirmation hearing, the former Tennessee Governor's personal opinion on the legality of such scholarships remained unclear.

Also unclear was Mr. Alexander's opinion on the issue of whether private schools should be included in educational-choice plans, as President Bush proposed in his budget for the 1992 fiscal year unveiled last week. *(See related story on page 1.)*

Mr. Alexander, who is currently president of the University of Tennessee, said he would "go back to what the policy was" on race-exclusive scholarships before Michael L. Williams, the department's assistant secretary for civil rights, stated the new policy in December.

Next, he said, he would launch a study of the issue, and "develop an appropriate policy based on opportunity and diversity."

Mr. Williams first stated that the scholarships were illegal, then that those funded by private, non-college sources were not, leaving the higher-education community angry and confused. *(See Education Week, Jan. 9, 1991.)*

"We must acknowledge that there was some disagreement on what the policy was," Mr. Alexander said, disputing some observers' contention that federal policy had firmly backed minority scholarships. "I know there was probably some dispute over what the applicability of Title VI [of the Civil Rights Act of 1964] might be to scholarships that are strictly race-based."

Mr. Alexander declined to state his own opinion on the legality or wisdom of such scholarships, saying that he did not want to make the same mistake Mr. Williams had by effectively setting his own policy before examining the issues.

Photopress

Lamar Alexander testifies before a Senate panel during last week's confirmation hearings.

He said Mr. Williams's statement "sends the wrong message to minorities." But he also echoed one of Mr. Williams's arguments.

"We will want to think about scholarships that offer opportunity to people who are disadvantaged . . . who have overcome adversity," he said. "This would avoid distinction based on race."

He did not condemn Mr. Williams, and said, "I look forward to working with him on this."

The hearing left lawmakers, particularly Democrats, visibly reassured on the scholarship issue, and Mr. Alexander was greeted with praise, warmth, and high expectations.

More than one committee member said there was probably no one better qualified to be Secretary, noting Mr. Alexander's advocacy of one of the first comprehensive state education-reform packages of the 1980's and his leadership of the National Governors' Association's "Time for Results" initiative, which led to a commitment from the governors to an ambitious reform agenda. *(See Education Week, Jan. 9, 1991.)*

'On the Right Path'

Most observers predict that Mr. Alexander will win easy confirmation by the Labor and Human Resources Committee, which will likely vote on the matter by the end of the month, after the former Governor responds to a series of written questions from panel members.

Senator Edward M. Kennedy, the Massachusetts Democrat who is chairman of the committee, said Mr. Alexander "has the background and record to push us on the right path of progress toward our goals in education."

"We want to see you as a fierce advocate for education in this Cabinet," Mr. Kennedy said.

Mr. Alexander provided some evidence that he might not always toe the party line, offering some surprisingly candid assessments of the Bush Administration's education record and several statements that could be viewed as contrary to Administration policy and posture.

"I'm not going to give a grade to the person I'm about to go to work for," Mr. Alexander said in response to a request that he rate the President's efforts.

Remarked Mr. Kennedy, "I suppose if you had a very high grade you wouldn't mind giving him that."

"Probably not," the nominee replied.

Mr. Alexander lauded the President for forging national education goals with the N.G.A. and for promising to be the "education President," but he added, "What I'd like to do better is to see more movement toward the goals."

Championing Choice

In a lengthy discussion of educational choice, the nominee was generally favorable to the concept, but he did not clearly define his opinion on the participation of private and religious schools in school-choice schemes.

Asked about the issue after the hearing, Mr. Alexander said, "My opinion about that is getting to be less important than the President's."

"The President has made a recommendation I'll look forward to supporting," he added, referring to a proposal to earmark $200 million for grants to districts that establish choice policies that allow parents to use some public funds to enroll their children in private schools.

"If you are going to expand to schools not operated by local school districts, as I think we should, it raises the issue of accreditation," Mr. Alexander said earlier, adding that standards would have to be established to prevent "weird schools" from receiving public funds.

In discussing choice, which he championed during his tenure as Governor, Mr. Alexander echoed

Continued on Page 28

Bush's $29-Billion E.D. Budget Falls Short, Advocates Say

By Mark Pitsch

WASHINGTON—President Bush last week unveiled a $1.45-trillion budget proposal for fiscal year 1992 that includes $29.6 billion for Education Department programs.

That figure represents a 9.2 percent increase over last year's $27.1 billion. But the increase proposed for discretionary programs is only $775 million, a 3.5 percent boost that does not equal the rate of inflation.

And $690 million of that would be earmarked for new Administration initiatives, most of which would reward schools for improved student performance and districts for establishing parental-choice policies. *(See related story on page 1.)*

The remaining $1.75 billion in increased spending was requested for entitlement programs, which the government must fully fund. The budget for the largest of them, the $5.8-billion Guaranteed Student Loan program, was artificially boosted by $1.6 billion this year as a result of new accounting procedures that required officials to include future costs of the loans.

Acting Secretary of Education Ted Sanders sought at a news conference last week to tie the budget to the national education goals set last year by the President and the National Governors' Association.

The spending plan is designed, he said, "to address our educational problems by rewarding excellence, by encouraging innovation, by increasing flexibility, and by eliminating waste."

'Disappointing' Proposal

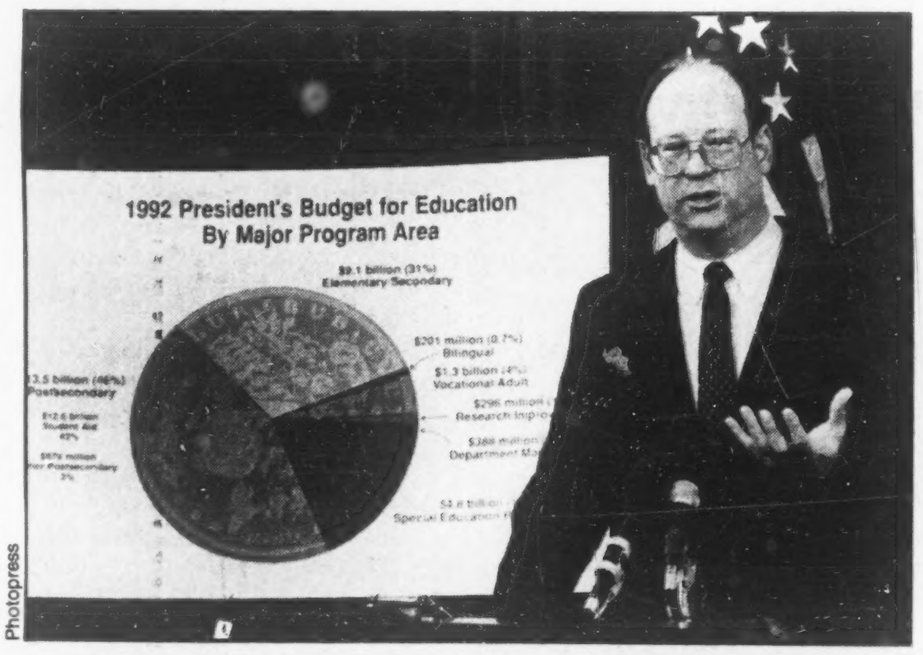
But education advocates, lawmakers, and Congressional aides almost universally termed the President's education budget "disappointing."

"Many of us were impressed by the establishment of the national education goals; we were impressed by George Bush's promise to be the education president," said Senator Edward M. Kennedy, the Democrat from Massachusetts who is chairman of the Senate Labor and Human Resources Committee. "But we don't see any indication of it in his budget priorities."

Education supporters particularly questioned Mr. Bush's decision to emphasize new legislation at the expense of more established programs.

The Chapter 1 remedial-education program, for example, would receive only a nominal increase of $125 million under the President's plan.

Even the Head Start preschool program, which the President has repeatedly promised to expand, was allotted only a 5 percent, $100-million increase that barely outstrips the inflation rate. In fact, some education advocates say the hike would not be enough to include any additional children in the program.



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Acting Secretary of Education Ted Sanders conducts a briefing on the $29.6 billion Education Department budget proposed by President Bush.

"I'm not surprised by the bottom line," said Edward R. Kealy, director of federal programs for the National School Boards Association and the current president of the Committee for Education Funding. "But I didn't expect it to be so tight on the currently funded programs."

Critics also denounced the President's plans to revamp federal student-aid programs, charging that he had pitted the poor against the working class.

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FEDERAL FILE

Official

speech ■ Horn

blowing ■ Enter

laughing

Some employees of the Education Department "don't have the linguistic competence in English to perform their activities," Ronald Saunders, the executive director of U.S. English, said at the National Press Club last week.

Mr. Saunders, whose organization is dedicated to having English declared the nation's official language, declined to specify which individuals or divisions of the agency he was referring to.

But John C. Ciccone, a U.S. English spokesman, said, "I think he probably had a specific section in mind."

Department officials declined to comment.

■

"This is probably the only time I've ever been in a position to confirm a fellow trombonist," Senator Howard Metzenbaum, Democrat of Ohio, told Lamar Alexander at his confirmation hearing last week. "I hope you will be a better education secretary than I am a trombonist."

Others picked up the leitmotif.

"We need a trombonist in a sense, to blow the horn of education," said Senator Christopher J. Dodd, Democrat of Connecticut.

"But noise alone isn't going to do it," observed Senator Paul Simon, Democrat of Illinois, adding: "I'm sure that's not a description of your ability or Senator Metzenbaum's."

Mr. Alexander said he can also play the washboard, but "I learned that the trombone could drown out the washboard, so I stuck with the trombone."

■

The House Education and Labor Committee did a little organizational business at a meeting last week, but mostly they laughed at the new chairman's jokes.

Representative William D. Ford of Michigan introduced the new Democratic members and commented: "Now that's an All-American line-up if I've ever seen one—Bob, Bill, Jack, and Tim," referring to Robert E. Andrews of New Jersey, William J. Jefferson of Louisiana, John F. Reed of Rhode Island, and Tim Roemer of Indiana.

Bill Goodling of Pennsylvania, the ranking Republican, then introduced his new members, including Scott L. Klug, who is the panel's third Wisconsinite and replaces a Vermont lawmaker.

"I'm not surprised to see you've kept the dairy farmers well represented," Mr. Ford said.

Later, as panel members congratulated Mr. Ford, the new chairman quipped that his colleagues memorized the laudatory words "exactly as the staff wrote them."

—P.S., M.P., & J.M.

$29.6-Billion Budget for E.D. Falls Short, Advocates Say

Continued from Page 25

The proposed budget includes a $400-million increase for Pell Grants, in accordance with the Administration's proposal to increase the total dollars available and the annual maximum grant while directing more of the money to students from families with incomes under $10,000.

Aides noted that the new proposals are unlikely to be enacted in time to be included in the budget for the fiscal year that begins on Oct. 1.

The budget contains relatively few cuts, but does rehash some perennial proposals to slash or eliminate programs that the Congress has rejected virtually every year since 1980.

Proposed Program Cuts

Programs that would get the ax in the Administration budget include impact aid payments for "b" children, or students whose parents live or work on federal property; several small school-improvement and scholarship programs; highly-subsidized Perkins student loans; college work study; library assistance; and the school asbestos-abatement program, which is run by the Environmental Protection Agency.

"I'm not surprised by the bottom line. But I didn't expect it to be so tight on the currently funded programs."

—Edward R. Kealy

The Administration is not repeating a proposal to cut funding for the National School Lunch Program by eliminating subsidies to schools for students who are not poor. It would be level-funded at $4.3 billion.

But the President is proposing that students receiving reduced-price lunches pay 15 cents per meal instead of the 40 cents per meal they now pay.

That would save families as much as $45 a year for each eligible student. Costs would be absorbed by students who receive "paid" lunches, at an annual family cost of no more than $11.

Students who receive fully subsidized lunches would not be affected.

Kevin Dando, legislative-affairs specialist for the American School Food Service Association, called the proposal "a big step forward." But he said the program "seems to be catering to poor students. We think the program is for all students."

"The Administration assumes fewer students will drop out of the 'paid' category than we think," he said, "and they assume more students will join the program than we think."

Some of the programs Mr. Bush seeks to cut—impact aid, library aid, and supplemental student loans—were also recommended, along with Chapter 2 education block grants, as prime candidates for a proposed social-service block-grant program that would be administered by the states.

Chapter 2 would be cut from $469 million in the current fiscal year to $463 million in fiscal 1992.

Many programs, including vocational education, would be frozen at 1991 levels, while others, such as bilingual-, Indian-, and adult-education programs, would receive only nominal increases.

Increase for Research

One of the largest increases was proposed for research programs, an area the Reagan and Bush administrations have consistently sought to upgrade. The $32-million hike requested this year would be devoted primarily to activities supporting the attainment and measurement of progress toward the national education goals.

The 20 percent hike for research includes a 46 percent increase for the National Assessment of Educational Progress, which is scheduled to complete its second trial assessment allowing state-by-state data comparisons in fiscal 1992. The second trial would include reading as well as mathematics.

Mathematics- and science-education grants would increase 18 percent, from $213.7 million to $253.7 million.

The $125-million increase proposed for Chapter 1—which pales in comparison with the $850-million boost it received in the current fiscal year—would not be evenly distributed.

Most of it would be earmarked for concentration grants, which target counties or school districts with at least 6,500 students living in poverty or with poor students making up a minimum of 15 percent of the school-age population.

The Even Start program, which coordinates early- and adult-education efforts, would rise to $60 million in fiscal 1992, up from $49.8 million in fiscal 1991 and $24.2 million in fiscal 1990. Funding for research and technical assistance to school districts would also increase.

But other Chapter 1 components, including basic grants, would be frozen at 1991 levels, and the Chapter 1 handicapped program would be cut by $23 million.

The Administration has again proposed moving that program to the special-education account, an idea the Congress rejected last year.

Other special-education programs would receive a $110-million, or 4.3 percent, increase.

Footnotes

1 FY91 estimate may differ from FY91 conference agreement total.
2 Proposed legislation.
3 Proposed for state block grant.
4 Proposed transfer from Compensatory Education for the Disadvantaged account.
5 Proposed transfer from School-Improvement program account.
6 Administered by the Department of Health and Human Services.
7 Programs administered by the Department of Labor.
8 Included in appropriations bill for the Interior Department.
9 Included in appropriations bill for the Department of Housing and Human Development and related agencies.

SOURCE: U.S. Education Department, other agencies.

DATABANK

President Bush's 1992

	FY 1990 Comparable	FY 1991 Estimate [1]	FY 1992 Administration Request
	(in thousands)		
COMPENSATORY EDUCATION FOR THE DISADVANTAGED			
Grants for the Disadvantaged (Chapter 1):			
Grants to local educational agencies:			
Basic grants	$4,373,146	$5,001,975	$5,001,975
Concentration Grants	395,112	555,775	674,775
Capital expenses for private-school students	25,682	36,108	36,108
Even Start	24,201	49,771	60,000
State agency programs:			
Migrant	282,444	294,596	294,596
Neglected and delinquent	32,791	36,108	36,108
State administration	50,176	59,140	59,140
State program improvement grants	12,544	14,785	30,000
Evaluation and technical assistance	11,853	13,175	17,000
Rural technical-assistance centers	4,445	4,463	4,463
Total, Chapter 1	**5,212,394**	**6,065,896**	**6,214,165**
Migrant education:			
High-school-equivalency program	7,858	7,807	8,135
College-assistance migrant program	1,720	1,952	2,034
Education certificate program support fund [2]	—	—	200,000
TOTAL	**5,221,972**	**6,075,655**	**6,424,334**
IMPACT AID [3]			
Maintenance and operations:			
Payments for 'a' children	571,500	578,540	578,540
Payments for 'b' children	108,500	121,626	—
Payments for federal property (Section 2)	15,354	16,590	16,590
Payments for Section 3(d)(2)(B)	22,000	22,000	10,000
Payments for decreases in federal activities Section 3(e)	—	1,952	—
Disaster assistance (Section 7)	—	13,663	—
Construction	14,998	26,349	15,000
TOTAL	**732,352**	**780,720**	**620,130**
SCHOOL-IMPROVEMENT PROGRAMS			
Educational improvement partnerships (Chapter 2): [3]			
State block grants	455,717	448,914	448,914
Evaluation	1,481	976	—
National Programs:			
Inexpensive book dist. (inc. RIF)	8,576	9,271	9,271
Arts in education	3,851	4,392	4,392
Law-related education	4,938	5,855	—
Total, Chapter 2	**474,563**	**469,408**	**462,577**
Foreign Language Assistance	—	4,880	—
Drug-free schools and communities:			
State grants	435,866	497,709	497,709
School personnel training	23,739	23,395	23,395
National programs	53,957	60,914	60,914
Emergency grants	24,688	24,331	49,500
National Commission on Drug-Free Schools	988	—	—
Strengthening teaching and administration:			
Mathematics and science education	126,837	202,011	239,011
Christa McAuliffe fellowships	1,932	1,954	2,036
Magnet-schools assistance	113,189	109,977	109,977
Education of homeless children and youth	7,404	7,313	—
Women's educational equity	2,086	1,995	500
Training and advisory services (Civil Rights IV-A)	21,451	21,329	21,329
Dropout-prevention demonstrations	19,945	34,064	29,214
Secondary basic-skills demonstration	4,938	—	—
General assistance to the Virgin Islands	4,391	4,366	4,366
Ellender fellowships	3,703	4,101	—
Follow through	7,171	7,265	—
Native Hawaiian Education Act	6,419	6,366	—
National writing project	—	1,952	—
School-year extension study commission	—	976	—
TOTAL	**1,333,279**	**1,484,306**	**1,500,528**
INDIAN EDUCATION TOTAL	**73,620**	**75,365**	**77,400**
EDUCATIONAL EXCELLENCE TOTAL [2]	**—**	**—**	**490,000**
BILINGUAL, IMMIGRANT, AND REFUGEE EDUCATION			
Bilingual programs	115,779	121,039	123,814
Support services	10,838	11,632	11,632
Training grants	31,913	36,066	36,066
Immigrant education	30,144	29,277	29,277
TOTAL	**188,674**	**198,014**	**200,789**
EDUCATION FOR THE HANDICAPPED			
State grants:			
Grants to states, general	1,542,610	1,854,210	1,976,095
Chapter 1 handicapped program [4]	146,389	148,861	125,661
Preschool grants	251,510	292,770	295,920
Grants for infants and families	79,520	117,106	128,819
Special-purpose funds:			
Deaf-blind and other severely handicapped projects	20,374	20,718	20,718
Severely emotionally disturbed	—	1,952	1,952
Early-childhood education	23,766	24,202	24,202
Secondary and transitional services	7,989	14,639	14,639
Postsecondary programs	6,510	8,559	8,559
Innovation and development	19,825	20,174	20,174
Media and captioning services	15,192	16,424	16,424
Special-education technology	5,425	5,593	5,593
Special studies	3,545	3,904	3,904
Special-ed. personnel development	63,706	69,289	69,289
Parent training	7,294	9,759	9,759
Recruitment and information clearinghouses	1,479	1,525	1,525
Regional resource centers	6,510	6,620	6,620
TOTAL	**2,201,644**	**2,616,307**	**2,729,853**
REHABILITATION SERVICES AND HANDICAPPED RESEARCH			
State grants:			
Vocational rehabilitation state grants	1,528,498	1,632,625	—
Supported employment state grants	27,630	29,150	—
Client assistance	7,901	8,310	—
Service and demonstration projects:			
Special demonstration program	32,269	18,368	—
Supported employment projects	9,876	10,023	—
Recreational programs	2,588	2,617	—
Migratory workers	1,086	1,060	—
Projects with industry	18,765	19,445	—